

# Railway Children Day Care

Building 13, Elsecar Heritage Centre, Wath Road, Elsecar, BARNSELEY, South  
Yorkshire, S74 8HJ



## Inspection date

Previous inspection date

17 February 2016

16 August 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Leaders and managers evaluate the educational programmes and monitor children's progress. They use feedback from parents, staff and children to develop action plans. Actions taken to improve the quality of provision are effective and have raised the standard of children's care and learning.
- The nursery is a well-resourced, well-planned environment both indoors and outdoors. Children are provided with good quality learning opportunities that capture their interest. They enjoy independent exploration and are keen to learn.
- Staff work in partnership with parents to monitor their children's progress. Staff find out children's starting points and complete ongoing assessments of their learning. Sharing information in this way helps to identify any gaps in children's development.
- Parents state they appreciate staff's expertise. Appropriate behaviour management strategies are shared with them to promote consistency for children and develop their understanding of right and wrong.
- Additional funding is used effectively to help narrow the gaps for all children. For example, the nursery has designed a story den which has a range of books and soft furnishings to provide a quiet area where children can independently access books.

### It is not yet outstanding because:

- Although, leaders and managers offer staff regular supervision sessions, these are not sharply focused to help all of them raise their teaching skills to a higher standard.
- Children are not always encouraged to think critically and come up with their own explanations for why some things happen.

## What the setting needs to do to improve further

### To further improve the quality of the early years provision the provider should:

- focus supervision sessions more precisely on helping all staff to enhance their teaching skills to a higher level
- encourage children to think critically and develop their own explanations as to why things happen.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed joint observations with the nursery deputy manager.
- The inspector held a meeting with the nursery manager who is also the provider. She looked at relevant documentation, including the nursery's self-evaluation and evidence of the suitability of staff.
- The inspector spoke to a parent during the inspection and took account of their views. She also observed discussions between parents and key staff.

### Inspector

Nicola Dickinson

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff understand the importance of confidentiality and all policies and procedures are implemented effectively. Staff are qualified. Senior staff access training to improve the service the nursery provides. Assessments and planning are monitored to ensure that staff are correctly identifying children's abilities, reflecting their interests and challenging them to make good progress. Staff swiftly identify children who need additional support and work with other professionals to help them quickly close any gaps in development. The management team undertakes rigorous evaluation and successfully uses their findings to improve the outcomes for children.

### Quality of teaching, learning and assessment is good

Children's independence is promoted as they frequently initiate their own learning. Younger children enjoy higher levels of adult support. For example, babies enjoy the sensory experiences of playing with water and paint. Staff encourage them to explore objects that help them to grasp, push and pull. Assessment information is obtained from other settings that children attend. This, along with information gathered from parents, is used effectively to develop focused learning programmes that take into account what children already know and can do. Pre-school children develop their writing skills using a wide range of media. They learn that information comes in different forms, such as reference books. A strong focus on mathematics is helping children to develop their understanding of number, quantity and measure. Staff are enthusiastic, interacting well with children and providing plenty of encouragement. This helps to motivate children and, consequently, they are keen to learn. Parents know what their children are learning and are given information about activities they can continue at home. For example, the nursery shares songs and stories that children enjoy.

### Personal development, behaviour and welfare are good

Children's social and emotional development are supported well. They are well prepared for their transition into nursery and school. Staff are very good role models. They work well as a team and encourage children to help with everyday tasks. This gives children a sense of responsibility. Babies' individual care routines are implemented by attentive and caring staff. Staff encourage children to think about their own feelings. For example, they talk about what scares them or makes them sad. Children begin to understand the impact their actions have on others. Children develop their knowledge of how to keep well through exercise and eating healthily. They enjoy a wide range of healthy home-cooked meals. Children learn about keeping themselves safe as they take manageable risks during their play.

### Outcomes for children are good

All children are progressing well in all areas of learning given their individual starting points. Their independence is fully promoted. Staff encourage them to make choices, use good manners and respect the views of others. This contributes to children being well prepared for their future learning, including school.

## Setting details

<b>Unique reference number</b>	EY342254
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	1028579
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 10
<b>Total number of places</b>	54
<b>Number of children on roll</b>	140
<b>Name of provider</b>	Railway Children Day Care Limited
<b>Date of previous inspection</b>	16 August 2013
<b>Telephone number</b>	01226 744 440

Railway Children Day Care was registered in 2006. The nursery employs 17 members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday, all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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